

HEALTH PROGRAM - Grade 7

Overview

The NWT School Health Program (1995) is the approved curriculum for Health. There is one curriculum document for each grade. It includes learning objectives as well as lesson plans, background information and black-line masters. It's culturally relevant and a wonderful resource!

The major goals of the NWT School Health Program are:

- To provide factual information on the human body
- To enable students to develop skills that, along with the factual information will allow them to make informed choices related to health
- To enhance students' self-esteem through self-understanding
- To enable students to develop attitudes with lead to positive lifestyle behaviours and
- To promote positive lifestyle practices which are conducive to lifelong health.

The curriculum has seven units. The central unit is **Mental and Emotional Well-Being**. It is the major skill-building unit.

- Mental and Emotional Well-Being
- Growth and Development
- Family Life
- Dental
- Safety and First Aid
- Nutrition
- Alcohol and other drugs

Program Goals

The major goals of the program are:

- To promote healthy lifestyles;
- To enhance student's self esteem through self-understanding;
- To provide factual information on the human body;
- To enable students to develop skills which, along with the factual information, will allow them to make informed choices relates to health; and
- To enable students to develop attitudes which will lead to positive lifestyle behaviors.

Strategies and Teaching Approaches

Teaching strategies should be student centered. They should address the needs of the students and involve them actively in the learning process; be culturally appropriate, and focus on the process of learning, rather than on large amounts of content. Teachers should encourage the interaction of students with community resource people as well.

Teaching strategies which are particularly suitable for this kind of program include:

small group discussion	class discussion	brainstorming
games songs/poems	peer teaching	debating
hands-on activities	role playing	anonymous questioning
differentiated learning	homework	guest speakers
puberty camp		

Evaluation

The evaluation report should indicate how well the relative knowledge, skills, attitudes and values have been learned.

A good evaluation program will incorporate an extensive variety of testing methods which automatically utilizes a full range of subjective to objective scoring. These may include the following:

- pre-tests and post-tests
- projects
- observations
- simulations
- anecdotal records
- cultural or field trips
- self-evaluation
- student notebooks

This interpretation of the Health curriculum was designed by JH teachers at the 2003 inservice.

Content for Health and Career Planning – Grade 7

Unit	Objective	Resources
Personal Care and Appearance	<ul style="list-style-type: none"> - describe the general characteristics of the skin - describe the structure/function of the skin - describe common problem conditions and their causes as related to the skin - describe ways to care for skin - explain how nails and hair are related to the skin - describe the three degrees of burns to the skin - discuss cleanliness and personal hygiene 	School Health Program (SHP) 7
Reproduction	<ul style="list-style-type: none"> - identify the structure and function of male/female reproductive systems - explain the process of menstruation - identify personal hygiene practices related to menstruation - explain the process of sperm development - identify personal hygiene practices related to the male reproductive system - explain the process involved in the development of new life - define “safe sex” - discuss abstinence (advantages and disadvantages) for adolescents - identify the risks and consequences to maternal and child health related to adolescent pregnancy - discuss Sexually Transmitted Diseases (STDs) and Sexually Transmitted Infections (STIs) - explain the sexual transmission of AIDS - discuss Hepatitis A,B,C along with the sexual transmission of Hepatitis C 	<p>community health nurse SHP 7 <i>Skills for Healthy Relationships: Teacher Resource Manual</i> <i>Skills for Healthy Relationships: Student Manual</i> <i>What you need to Know About STIs</i> booklets <i>Sex Education Activities</i> (units 1 – 4)</p> <p>-For current NWT statistics on STIs: http://www.gov.nt.ca (select “Department of Health and Social Services,” the select “Publications”).</p> <p>-Consult your school librarian for videos related to the SHP “Family Life” Unit. (Note CJBS has an extensive video collection for this unit)</p>
Dental Health	<ul style="list-style-type: none"> - Describe the four kinds of teeth and their functions - Identify the common dental health problems of children and youth - Identify the preventive procedures that promote dental health - Discuss the importance of good nutrition on dental health - Identify the importance of fluoride in promoting healthy teeth 	SHP 7,8,9 Dental therapist Toothbrush and Fluoride campaign in the classroom.

Content for Health and Career Planning – Grade 8

Unit	Objective	Resources
Mental and Emotional Well-Being	<ul style="list-style-type: none"> - define self-concept Identify the factor that influence self-concept Explain how heredity and environment influence self-concept Identify characteristics of people with good and poor self-concept Identify ways to enhance self-concept Respecting yourself and others Bullying, effects of bullying and how to prevent it Effective communication skills Define stress Identify the causes of stress Identify how stress affects the body Identify specific methods of dealing with stress Anger management Define physical, sexual, and emotional abuse Discuss ways of dealing with abuse within the family Define depression Identify the causes of depression Identify the signs and symptoms of depression Identify ways of dealing with depression Identify some basic facts relating to suicide Identify the warning signs of suicide. Identify sources of help to prevent suicide Identify ways to intervene in a suicide attempt 	<p>School Health Program (SHP) 7,8</p> <p>Teenage Suicide by Gardner book (DSRC 362.2)</p> <p><i>Skills for Healthy Relationships: Teacher and Student editions</i></p> <p>“Ready to use Social Skills Lessons and activities for Grades 7 – 12” by Ruth Begun</p>

<p>First Aid and Safety</p>	<p>Discuss the responsibility of the babysitter Identify the proper way to deal with common injuries Discuss childcare routines and play Design a plan to deal with emergencies or dangers</p> <p>Define first aid Identify the priorities in the administering first aid Demonstrate artificial respiration demonstrate first aid for the following injuries (choking, internal/external bleeding, shock, unconsciousness, fractures, sprains, dislocations, heart attack, strokes, poisoning, frostbit, hypothermia, head injuries, diabetic emergencies, epilepsy)</p>	<p>St. John Ambulance Help First Aid and Biology, book DSRC 362.1</p> <p>RCMP</p> <p>Local elders</p> <p>Emergency First Aid certification (requires instructor to certify)</p>
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<p>STI's and Pregnancy</p>	<ul style="list-style-type: none"> - Define sexually transmitted diseases/infections (STD's and STI's) - Identify causes, characteristics, consequences, treatment, and prevention of common STD's - Practice assertive response to sexual pressure - Describe birth control methods 	<p>Community Health Nurse</p> <p><i>Skills for Healthy Relationships: Teacher and Student editions</i></p> <p><i>What you Need to Know About STI's</i> booklets</p> <p>Sex Education Activities (Units 1 – 4)</p> <p>-For current NWT statistics on STIs: http://www.gov.nt.ca (select "Department of Health and Social Services," the select "Publications").</p> <p>-Consult your school librarian for videos related to the SHP "Family Life" Unit. (Note CJBS has an extensive video collection for this unit)</p>
<p>Physical Fitness</p>	<ul style="list-style-type: none"> - Define physical fitness - Discuss benefits of being physically fit - Identify the five components of physical fitness - Describe the structure of a well-planned physical fitness program - Assess personal fitness level of students 	<p>Physical Education Teacher</p> <p>Canada Fitness Test</p> <p>Duke of Edinburgh Program</p>

Content for Health and Career Planning – Grade 9

Unit	Objective	Resources
Reproduction	<ul style="list-style-type: none"> - Explain the significance of ovulation and sperm development to reproduction Review methods of birth control Describe how the characteristics of an offspring are determined Describe how inherited traits become personal uniqueness Describe how the sex of an offspring is determined Identify how multiple births are determined Describe the signs of pregnancy Describe some characteristics of the three trimesters of pregnancy Describe the stages of labor Describe positive health behaviours during pregnancy that promote maternal and child health Describe how to prevent unplanned pregnancy Identify alternatives in dealing with unplanned pregnancy Identify positive lifestyle practices that promote healthy sexuality and family relationships 	<p>School Health Program (SHP) 8, 9</p> <p>Community health nurse</p> <p><i>Skills for Healthy Relationships: Teacher and Student editions</i></p>
Alcohol and Drugs	<ul style="list-style-type: none"> Define a drug Identify the various methods of taking drugs Distinguish between legal and illegal drugs Explain the importance of ‘dosage’ in taking prescription drugs Describe the prevalence of drug-use in society today Identify the different categories of drugs Explain how different drugs enter and pass through the body Examine student attitudes regarding the use of drugs Identify some short term effects of drug use Identify some long term effects of drug use explain how peer pressure can influence decisions about drug use demonstrate ways of resisting peer pressure with regard to drug use identify individuals who are positive role-models in their school, community and country review the resources available in a 	<p>NWT school Health Program Alcohol and Other Drugs Unit DRC</p> <p>Local RCMP</p> <p>Elders</p> <p>Friendship Center</p> <p>“The Party’s Over” video DSRC 362.29 PA</p> <p>“The Crown Prince” video DSRC 362.82 DO</p> <p>“Straight Talk about Alcohol” film strip DSRC, 362.29</p>

	<p>community for youth</p> <p>explain why drugs should never be combined</p> <p>state several reasons why someone might choose to use or not use drugs</p> <p>identify how natural medicines were used by people throughout time</p> <p>describe the importance of traditional medicines</p> <p>explain the uses for different types of alcohol</p> <p>explain how alcohol passes through the body</p> <p>identify the factors which affect the absorption of alcohol</p> <p>identify the four stages in the metabolism of alcohol</p> <p>identify some short term effects of drinking alcohol</p> <p>identify some long term effects of drinking alcohol</p> <p>explain how an unborn baby can be affected by alcohol</p> <p>identify reasons why some people start drinking</p> <p>identify reasons why some people do not drink alcohol</p> <p>explain the reasonable use of alcohol</p> <p>explain the misuse and abuse of alcohol</p> <p>identify alcoholism as a treatable disease</p> <p>identify the progressive stages of alcoholism</p> <p>identify the resources available in the community to help someone with an alcohol problem</p> <p>identify the particular problems with alcohol may cause for teenagers</p> <p>demonstrate the ability to use the decision-making processes in particular simulated situations which involve the drinking of alcohol</p> <p>assess their personal alcohol use</p>	
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**** Topics to Add:

- Nutrition and Food Preparation
- Adolescent Growth and Development
- Career Planning Resources
- Grade 7 – Career Awareness Resource (Gr 4 – 6)
- Grade 8/9 – The Real Game – Destination 2010